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SYLLABUS
Race and Ethnicity (CRIJ 5303, Fall 2019)
Online

Dr. Jennifer A. Schlosser, PhD

Instructor: Dr. Schlosser
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Texts: Walker, S., Spohn, C., Delone, M. (2017). *The Color of Justice: Race, Ethnicity, and Crime in America. 6th ed,* Cengage Learning.
(REQUIRED…make sure you get the correct edition of this text)

Reiman, J. & Leighton, P. (1979) *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (9th ed.)
(REQUIRED)…see page 5 of the syllabus.

Course Description and Objectives:

This course examines racial profiling, immigration, the death penalty in the context of criminal justice practice. Provides current issues regarding the relationship between race and ethnicity and all components of the criminal justice system in the US. By the end of the course students should be able to:

- Understand how the issues of race in the criminal justice system
- Understand the history of race and crime in the United States
- Identify contemporary issues in the relationship between race and crime
- Be familiar with the primary sociological theories and methods in the study of race, crime, and justice
- Analyze the ways race and ethnicity play out in contemporary culture
- Think critically about the role of social justice in race relations
- Reflect on the social systems that contribute to issues faced by people of color

Mode of instruction and course access:

. This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. CANVAS is where you will find 100% of the information related to this course, including discussions, quizzes, and exams. Monitor CANVAS for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).

. **Technology Requirements.** This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com]. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT

password.

. **Contacting your professor:**

You should contact me via email at jennifer.schlosser@tamuct.edu. I check email every day, however, please allow up to 24 hours for a response though in most cases I will get back to you within an hour or so.

The best way to refer to your professor in email is: "Dear/Hello/Hi Dr. Schlosser, my name is,….my question is,….Thank you,/Sincerely,/Best,"

Expectations and Conduct:
- Students enrolled in this course are expected to complete all assignments, on time. They are expected to complete all assigned readings and assignments *before* the deadline and they are expected to be able to knowledgeably discuss the readings during class discussions.

    Class Discussion and Participation:
- Students are *required* to be respectful of their classmates during the entirety of this course. Although many of you will disagree with one another and perhaps even be offended by some of the material we will cover, any personal attack against another student of any kind will not be tolerated and will result in disciplinary action. Because open discussions are encouraged, it is inevitable that personal beliefs and philosophies will be challenged, however, students *will not* use political leanings, religious beliefs, gender, race, class, ethnicity or sexuality as fodder for attack.
- Students can find in this syllabus a schedule of all topics and assignments that will be covered during the semester. Some of these topics may entail the use of explicit language, violence, sexuality or other potentially offensive material. If you feel that you will not be able to deal with this type of material, it is suggested that you drop the course now. Always remember that if you have questions or concerns, I am available for discussion.

Assignments and Grading:
1. **Reflection Questions, 30 pts:**
    Every other week students will submit one (1) reflection question based on the readings assigned for that week worth 5 points total.

    Grading Criteria:
    - Your question must be several (at least 2) SINGLE SPACED paragraphs (12 pt font, 1'' margins all around)
    - Use evidence (data, studies, statistics, etc.) from the book to set up your question and make an argument in your answer. Keep direct quotes to a bare minimum and be sure to cite page numbers when referencing any concept or data from the book.
    - The questions must be *insightful* and *directly* relate to a specific concept in the book.

o Questions must explain any terminology adequately and be comprehensive enough to direct discussion. Show me that you did the reading.
o *Answer* your questions in at least one more paragraph based on your personal reflections, experiences, AND book material.
o **Think of these as mini-essays.**
o Keep outside sources to a minimum and, if you must use an outside source, be sure to cite it properly to avoid plagiarism (Canvas uses an automatic plagiarism detection system indicating if anything has been copied directly from other sources)
o Questions must be typed and <u>uploaded</u> as a Word or PDF on Canvas (please do not compose these in Canvas, upload them as a single doc).

Example question:
"On page 4, the authors state that public opinion on immigrants (especially illegal immigrants) is that they are more likely to commit crimes than natural-born American citizens. However, on page 24, the authors use data to show that immigrants are less crime prone, indicating that sociological studies have shown that in cities where immigration rates rose, crime rates actually dropped.

Lately there has been much debate in public media outlets and politics about the need to build a border wall as a way to keep Mexican immigrants from entering our country. In fact, our government is currently shut down while politicians debate this issue. One of the main justifications for building the wall is based on the public perception that immigrants increase crime rates. Given that the scientific evidence shows otherwise, what would you say is the main reason for the spread of this misinformation? What are the social and political consequences of this?"

Then….***answer the question*** with your own thoughts and ideas as well as those from the book. These should be another paragraph or two at minimum.

*Note: use my comments and feedback on your Reflection Questions for what to do differently next time, as a way to improve your grade for the following week.

2. **Discussions, 30 pts:**
   Each week, students will engage in a discussion board with their classmates worth 5 points.

   Grading Criteria:
   o Discussion boards will open at midnight on the Monday of the week they're due and close at midnight that next Sunday. All posts and replies must be completed within this window or the student forfeits those discussion points.
   o Students will post one of the questions they wrote the previous week in their Reflection Question papers (choose the one you think

is the most interesting). Post the whole thing, not just the question part, but you do not necessarily have to post your answer.
- o Students will read others' posts and must reply to at least ___***TWO***___ other people's posts that week (but feel free to respond to more).
- o Responses must be engaging, thoughtful, and in-depth. Address the question that was asked and answer it using your own ideas. However, these responses aren't JUST your opinions, they must also be grounded in the readings with page numbers citing your sources.
- o Personal experiences that support your answer are totally acceptable! Just make sure that the <u>bulk</u> of your answer is grounded in facts and data from the book.

Examples of INAPPROPRIATE discussion board responses:
"I disagree. I think immigrants bring crime to the US."
"Good question! I agree!"
"The government sucks."

Examples of GOOD discussion board responses:
"Great question, Bob! Since we saw from the text (p. 24) that several studies have shown that immigrants do not bring more crime to the US, we have to consider that perhaps the reason why people still want a border wall is that they haven't been educated about these studies. It's also possible that old stereotypes about certain races, which have historically been used to discriminate against them for decades, are still alive and well. Maybe the people who want a wall are still using those old stereotypes. Some may not even realize they're doing it, but these tactics have been used to keep minority groups oppressed for years. As a first-generation, minority student myself, I can tell you that I've encountered some of these same stereotypes. For example, last week…."

3. **Test #1, 100 pts:**
    The first exam will be comprised of 50 questions worth 2 points each. It will consist of multiple choice and true/false. The first test is subject to cover ANYTHING AND EVERYTHING discussed in the assigned readings, lecture, videos or supplemental assignments you may receive since the first day of class. Thus, everything is game.

No student will be awarded a make-up test FOR ANY REASON other than for a **documented** University sanctioned activity provided the student informs the instructor PRIOR to the missed test AND provides proper and adequate documentation

4. **Test #2, 100 pts:**

Test two is NOT comprehensive; however, you will need to be familiar with topics and concepts discussed before mid-semester so you have a strong foundation for answering questions on the final. It will be the same format as the first test (50, 2 pt questions). The final may cover ANYTHING AND EVERYTHING discussed in class, in the assigned readings, in lecture or supplemental assignments you may receive since the first test.

No student will be awarded a make-up test FOR ANY REASON other than for a **documented** University sanctioned activity provided the student informs the instructor PRIOR to the missed test AND provides proper and adequate documentation.

5. **Final Paper, 40:**

Throughout the course, in your own time and at your own pace, you will read the book: Reiman, J. & Leighton, P. (1979) *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (9th ed.). You can get this book online very cheaply and you should purchase it, along with the other required textbook.

At the end of the semester, you will upload a research paper that includes the following:

- ❖ 7-10 pages, single spaced, Times New Roman, 12 pt. font, 1'' margins around, not including abstract, title page, or references.
- ❖ An analysis of the book that addresses how the theories, concepts, and ideas are, or are not, still relevant today. This should be expressed early in the paper with a thesis statement.
- ❖ Your analysis should include evidence from peer-reviewed academic books or journal articles that support your argument.
- ❖ You must include a minimum of 5 outside, academic sources used to support your argument*
- ❖ Include sections that help organize your paper (i.e. Introduction, Conclusion, etc. and headings that describe various sections of your paper)
- ❖ Use ASA or APA formatting for all citations and references. These guidelines are available on each organization's respective webpage. Any direct quote or paraphrasing of text must include page numbers.
- ❖ A concluding section detailing how you came to the conclusions that you did (i.e. whether or not the arguments in the book are still relevant today and why, or whether we need to rethink them and how)

*Note: Google Scholar is an excellent resource (in addition to the university library) to help you find academic sources. Go to the Google homepage and type in "Scholar." The first link that comes up will take you to the Google Scholar homepage where you can enter search terms and all the results will be academic in nature.

No student will be awarded an extension FOR ANY REASON other than for a **documented** University sanctioned activity provided the student informs the instructor PRIOR to the missed deadline AND provides proper and adequate documentation.

Grading:

There are a **total of 300 points** available in this class. Final grades will be calculated depending on all points you've acquired on all assignments. All points will be added together and divided by 300 to get a percentage. I do not grade on a curve so the final percentage is your final grade. The scale below shows the percentage to letter grade comparison. If the third decimal place in the final percentage is a 5 or greater, **AND** the percentage is on the cusp of going up a letter grade, I will round up. For example, if your final percentage is .92533 (92%, A-), because the third decimal place is a 5 **AND** the grade is on the verge of going up a letter, I will round up and your final grade for the class would become an A. These are the only conditions under which I will increase a final grade; all other requests will be denied.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

- By remaining enrolled in this course and after having read the syllabus, you agree that you understand all the terms and conditions expressed therein. If you have ANY questions or concerns please feel free to contact me any time.

- **Disability Statement:** If you have special needs as addressed by the Americans with Disabilities Act (ADA), please notify me immediately. Reasonable efforts will be made to accommodate your special needs.

- **Academic Integrity:** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Schedule:
Each of the 16 weeks corresponds with a matching module on Canvas where you will upload your work and complete discussion boards.

WEEK ONE:	READINGS TO DO:	ASSIGNMENTS DUE:
Aug 26-Sept 1	Chapter 1: Race, Ethnicity and Crime pp. 1-35 Watch: "The Deadly Deception: The Tuskegee Syphilis Experiment"	Question 1 Things to consider: is race biological or social? What is the difference between bias and discrimination? Can the government engage in criminal activity? What is conflict theory?

WEEK TWO:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 2-8	Chapter 2: Victims and Offenders pp. 44-64 TED Talk: Renee Mitchell	Discussion 1

WEEK THREE:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 9-15	Chapter 2 cont… pp. 64-87	Question 2 Things to consider: What is the NCVS? Pros, cons? Which race is more likely to commit which types of crime? Are victims of the same crime, but of different races treated differently?

WEEK FOUR:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 16-22	Chapter 3: Race, Ethnicity, Social Structure, and Crime pp. 113-127	Discussion 2

WEEK FIVE:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 23-29	Chapter 3 cont… pp. 131-142	Question 3 Things to consider: What does social class have to do with race? Does the neighborhood you live in matter for your chances of committing a crime? Which theories best explain race and crime?

WEEK SIX:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 30-Oct 6	Chapter 4: Justice on the Street? The Police and People of Color pp.151-175 Watch: Rodney King Documentary	Discussion 3 Things to consider: What happened to Rodney King and what impact has it had on police and minority relations? What is racial profiling?

WEEK SEVEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 7-13	Chapter 4 cont… pp. 176-186 TED Talk: Megan Ming Francis	Test Review Discussion Your chance to ask questions of your classmates and me about the material so far. You must post and respond.

WEEK EIGHT:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 14-20	Review all readings	Test 1

WEEK NINE:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 21-27	Chapter 5: The Courts pp. 198-239	Question 4 Things to consider: Is there evidence that the courts treat minorities differently?

		How does social class come into play?

WEEK TEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 28-Nov3	Chapter 6: Justice on the Bench? Trial and Adjudication in Criminal Court pp. 251-279 Watch: the documentary "The Central Park Five"	Discussion 4

WEEK ELEVEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 4-10	Chapter 7: Race and Sentencing pp. 293-327	Question 5 Things to consider: what are 5 explanations for racial disparity in sentencing? What are some factors that make you more likely to be sentenced harshly?

WEEK TWELVE:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 11-17	Chapter 7 cont… pp. 327-347	Discussion 5

WEEK THIRTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 18-24	Chapter 9: Corrections in America pp. 419-434	Question 6 Things to consider: based on the data, why is there a disproportionate number of minorities in prison?

WEEK FOURTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 25-Dec 1	Chapter 9 cont… pp. 434-454	Discussion 6

WEEK FIFTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Dec 2-8	Chapter 11: The Color of Justice pp. 511-516	Test Review Discussion Your chance to ask questions of your classmates and me about the material. You must post and respond.

WEEK SIXTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Dec 9-13	Review all readings since Test 1	Final Exam Final Paper Due BEFORE Dec. 13

FAQs

1. What should I call you?

> I received my PhD from the University of Missouri many years ago, so you should call me Dr. Schlosser. Lots of students also call me Dr. S, which is just fine, too!

2. What should I do if I have questions?

> You should look at the syllabus. MOST questions you have are probably already addressed on the syllabus. However, if you do have other questions, you can email me.

3. If I want to email you, how should I address it?

> When you email any professor, the correct way to do so is to address them professionally. For instance, you can say: "Dear Dr. Schlosser," or even just "Hi, Dr. Schlosser," Then, state what class you are in (I have many students in several classes) and your specific question. Close the email with your name and contact information. I tend not to respond to emails that are not courteous and professional.

4. What if I have to miss a deadline?

> Seriously rethink the event that will cause you to miss a deadline. I do not allow make-ups for any reason other than documented, University activities. You have a full week to complete assignments, so if you think you're going to be out of town or not have access to a computer on the due date, simply turn it in early.

5. What if I'm confused or struggling with the class?

> Email me!!!!! Do this EARLY and OFTEN. I can help you understand the material, organize your notes, and give you study tips. You are responsible for your grade, but that also means you need to inform me if you're struggling so we can address issues you may be having early.
> jennifer.schlosser@tamuct.edu

6. What if I want to join the TAMUCT Sociology Club?

> Awesome! You can hit them up on Facebook (https://www.facebook.com/tamuctsocclub/) or email the club advisor, Dr. Roslyn Schoen at roslyn.schoen@tamuct.edu for information about meeting times, locations and other activities!